

## **Make 'n Take**

**Name of Make 'n Take:** Treaty/Metis Business Plan - Then and Now

**Theme and Topic:** First Nations of the Land Now Known as Saskatchewan

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**Name of School/School Division:** Valley View School, Beauval, Northern Lights School Division113

**Grade:** 7

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### **Procedure:**

1. What is a Business Plan?
  - a. Discussion of what is contained in a business plan- key ideas
    - i. Product to sell
    - ii. How produced Who will produce it, Who will sell it, Who will manage it
    - iii. Costs involved in production – start up costs - materials needed, facilities needed; salaries, consumable materials,
    - iv. What will be the year cycle look like
    - v. Costs of advertising
    - vi. Possible losses
    - vii. How to expand the business
2. What was a traditional business plan based on the fur trade look like?
  - a. Students divided into two groups fur trappers and fur buyers.
  - b. In each group students make replicas of what they have to trade – fur pelts from various animals, guns, traps, material, etc. (if possible bring in pelts, and traps so students can model what they look like).
  - c. Students have to trade with another student.
  - d. Discussion of what is a fair market value for their product?
  - e. Go through what a typical business plan might look like for both groups – the trader and the buyer

- f. Students make a chart of yearly cycle of activities – one for the trapper, one for the trader
3. How did the Treaty affect the traditional way of doing business?
  - a. Areas to trap – traditional territories and reserve land
  - b. Access to resources – permit and pass system
  - c. Access to credit
  - d. How to expand the business?
  - e. Where can you sell the product
4. Role play on how the Indian agent might affect the business of trading furs
5. Modern Day Business Plan
  - a. Ask a traditional producer – trapper, fisherman, rice grower, berry seller to talk about what is involved in their business.
  - b. Have students make up questions on how their product is presently sold.
  - c. Ask how their product may be used in as a secondary industry in their community – example makes pies, jams, soaps, fur coats, frozen foods, etc.
6. Students take a resource and establish a business plan of secondary business in their community. Example – use fish scales to make art, or fish skins to make belts etc.
7. Students watch the show the Dragon's Den and prepare a business plan to present their product to the class Dragon's Den.